

POLÍTICAS E GESTÃO EDUCACIONAL NA AMÉRICA LATINA

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EDUCATIONAL POLICIES AND MANAGEMENT IN LATIN AMERICA

Kelcia Rezende SOUZA¹
Elisangela Alves da Silva SCAFF²
Maria Teresa Miceli KERBAUY³

The proposal of the Dossier entitled "Policies and educational management in Latin America" represents a collective effort of national and international researchers to contribute under different theoretical-methodological approaches with the interpretation of the phenomena circumscribed to public policies and the educational management of different countries of the region. continent.

It is imperative to situate the regional scenario in the context of the political, social and economic transformations experienced by Latin American countries in recent years, which directly affect the definition of new agendas for public educational policies and perspectives for the management of the educational institutions. These changes, according to Scaff, Souza and Paxe (2018), are now governed by the logic of the privatization of the supply of education through public financing, together with a greater regulatory centralization of the State at the service of the market, and for the inviabilization of democratic spaces of participation and decision.

Furthermore, understanding the similarities and the multiple differences present in the educational reality of Latin America is an increasingly necessary initiative in terms of advancing the socialization of knowledge and the creation of spaces for continuous reflections between institutions and researchers, with the objective of strengthening the perspective of regional integration.

¹ Universidade Federal da Grande Dourados (UFGD). Dourados, MS – Brasil. Professora adjunta da Universidade Federal da Grande Dourados e do Programa de Pós-Graduação em Administração Pública. Doutora em Educação Escolar pela Universidade Estadual Paulista. ORCID: <https://orcid.org/0000-0002-8663-4615>. E-mail: kelcia@hotmail.com

² Universidade Federal do Paraná (UFPR). Curitiba, PR – Brasil. Professora Associada da Universidade Federal do Paraná e do Programa de Pós-Graduação em Educação. Doutora em Educação pela Universidade de São Paulo. ORCID: <https://orcid.org/0000-0002-7682-0879>. E-mail: elisscaff@gmail.com

³ Universidade Estadual Paulista (UNESP). Araraquara, SP – Brasil: Professora da Universidade Estadual Paulista (Unesp)/Campus Araraquara e dos Programas de Pós-Graduação em Educação Escolar e Ciências Sociais. Doutora em Ciências Sociais pela Pontifícia Universidade Católica de São Paulo. ORCID: <https://orcid.org/0000-0002-0622-1512>. E-mail: teresa.kerbauy@gmail.com

The texts presented express the context of policies and educational management in countries such as Brazil, Argentina, Chile, Mexico, Uruguay, Venezuela and Paraguay, taking into account the growing need for the exchange of problematisations around the different challenges educational Latin America.

In this perspective, this dossier seeks to strengthen the field of knowledge production in the field of internationalization of policies and educational management in the continent, which allows to take up the debate with other interpretations on the phenomena of the area based on the particularities of the realities of Latin American countries. This budget is an increasingly necessary imperative, not only for scientific progress, but above all for the configuration of an educational policy and management framework based on the largest international cooperation in terms of progress in terms of guarantee. and the effectiveness of quality public education.

This is a set of research that addresses the policy and educational management in the field of basic education, higher education, special education and professional and technological education, seeking contemplate hot topics in this historical moment that Latin America is experiencing, such as privatization education, the training of teachers in border regions, the influence of international agencies on educational reforms undertaken in the countries, financing for education, large-scale evaluation, the organization of education systems, the quality of education, among others.

The dossier "**Policies and educational management in Latin America**" presented by the Ibero-American Journal of Studies in Education (RIAEE) includes 16 articles. The research went through an evaluation of the organizers and were selected considering the criteria established by the newspaper and the relevance of attending the proposal of the dossier. Thus, the productions of this work offer readers a current scientific overview of issues, challenges and paths in the field of educational policy and management in Latin America.

The authors are researchers linked to international higher education institutions: National University of Tres de Febrero (UNTREF/Argentina); National University of Lanús - (UNLa/Argentina); Alberto Hurtado University (UAH/Chile); University of Chile - (UChile/Chile); and national, of the five regions of Brazil: Federal University of the Grande Dourados (UFGD/MS); Federal University of Amazonas (UFAM/AM); Federal University of Bahia (UFBA/BA); Federal University of Rio Grande do Norte (UFRN/RN); Federal University of Mato Grosso do Sul (UFMS/MS); Federal University of Paraná (UFPR/PR);

Federal University of Espírito Santo (UFES/ES); Federal University of Rio Grande do Sul (UFRGS/RS); Federal University of Santa Catarina (UFSC/SC); University of Brasília (UNB/DF); Don Bosco Catholic University (UCDB/MS); University of Buenos Aires (UNISO/SP); Federal Institute of Education, Science and Technology of Rondônia (IFRO/RO); University of the West of Santa Catarina (UNOESC/SC); Autonomous University of the State of Minas Gerais (UEMS / MS) State University of Maringá (UEM/PR); and the São Paulo State University (UNESP / SP).

The work that opens the dossier is entitled "**The model of world class and Latin American and Caribbean universities: trends that are announced?**", Author of Lara Carlette Thiengo; Maria de Lourdes Pinto de Almeida and Lucídio Bianchetti. The research addresses the directives directed to higher education disseminated by the World Bank, which aim to accentuate academic ranking among universities in the international context. This scenario raised problematizing questions, such as: the universities that are located in contexts excluded from the dynamic axis of capital are positioned in the race for the status of excellence? What strategies do you use to find better placements in the international rankings? What does this indicate in terms of trends for higher education in the region? Based on analysis of documentary sources, the current study points to the model / conception of the World Class University (UCM) that guides the perspectives of Latin American and Caribbean universities in a "standardized" format, which tends to disregard the existing asymmetries in the contexts of these regions.

The research "**Flexible University: a new trend towards Brazilian federal universities**" by Alda Maria Duarte Araújo Castro and Raphael Lacerda by Alencar Pereira addresses the flexibilization of federal public institutions of higher education in Brazil, from the implementation of the Support Program for Plans Plans Restructuring and Expansion of Federal Universities (Reuni). The results indicate that if on the one hand the reforms implemented in the federal public university institutions allowed expressive institutional growth of the other, they introduced a management dynamic based on results from the logic of the management administration. The unfolding of this picture reflects the growing influence of private sector strategies in public services.

The article "**The influences of the accreditation system of Mercosur university courses in the Brazilian regulatory framework**" by Giselle Cristina Martins Real, Ana Lúcia Marran and Marianne Pereira de Souza discusses whether Brazilian regulations exercise or receive influence from the process accreditation system of revalidation of foreign Mercosur

titles. In the documentary analysis, the authors point out that the regulation systematized in the regional context by the bloc has induced the Brazilian policy of evaluation of courses (accreditation) and not vice versa, even Brazil, historically, being a country with more political hegemony in the Mercosur. The research also points out that this influence is directed by commercial interests among the countries of the bloc, when it is observed that the increasing number of revalidation processes that occur in Brazil come from Brazilians themselves who are opting for the institutions, especially private ones, of the countries that make up the Mercosur.

"The organization of education systems in the Mercosur countries" is the research carried out by the authors Kellcia Rezende Souza and Maria Teresa Miceli Kerbauy. The article seeks to analyze the regulation of the organization of education systems in the Mercosur countries (Argentina, Brazil, Paraguay, Uruguay and Venezuela) and their relationship with the right to education. Based on the methodology of comparative study and documentary analysis, the results show that Brazil has a broader constitutional framework on educational organization. Argentina, Paraguay, Uruguay and Venezuela demand infra-constitutional legislation to regulate the structuring of education. However, even with the strongest legal protection in its Magna Carta, Brazil lacks a legal framework that regulates its National Education System, unlike the other Mercosur countries, which instituted this structuring in their respective educational legislations.

The research **"Federative relations in the financing of education in Brazil and Argentina"** by the authors Diego Dartagnan da Silva Tormes and Nalú Farenzena discusses the relationship of federalism, as a form of political-administrative organization of the State, with the financing of basic education in Argentina and in Brazil. The data resulting from the documentary analysis point to the decentralization of financing that articulates all federated entities in the two countries. In the case of Argentina it is via federal tax co-participation, since in Brazil it is through the policy of funds. It is also observed that educational financing in both cases has an important role of the national government, distributing resources or acting in a complementary manner.

The work **"Configurations at the border between Brazil / Paraguay and the organization of the Border Intercultural Schools Program (PEIF)"** by Mara Lucinéia Marques Correa Bueno addresses the analysis of the PEIF as a supranational policy regarding the training of teachers / of basic education to boost the border region between the Mercosur countries. The study chose to cut the reality between Brazil and Paraguay located in the

southern region of Mato Grosso do Sul. In order to understand if the PEIF presented a significant contribution to the educational reality on the Brazilian border with Paraguay, the author notes What it is about, is a public policy of ongoing teacher training that is linked to the perspective of regional integration among the countries that make up Mercosur. However, when its effectiveness is analyzed, it is possible to demonstrate several challenges that make the purpose of the block unfeasible and the absence of significant impacts for the border reality of the investigated region.

The research entitled "**Proposals of the OECD for Latin America: the PISA as an instrument of standardization of education**" by Rodrigo da Silva Pereira presents the analysis of the educational proposals of the Organization for Economic Cooperation and Development (OECD) for the Latin American region, based on the results of the external evaluation of the International Student Assessment Program (Pisa). The data reveal that the International Organization pressures countries to adopt a conception of educational policy aimed at the development of skills and abilities, which are induced by the demands of the labor market in the context of globalization. In this sense, the author points out the contradictions existing in the OECD guidelines, which label a defense of public education, but, in essence, has as a proposition the standardization of systems, which is against public purposes and social education

The authors Eliza Bartolozzi Ferreira, Marília Fonseca and Elisangela Alves da Silva Scaff present the work called "**The Interference of the World Bank in Brazilian Secondary Education: Historical Experiences and Current Challenges**", whose objective is the analysis of interference in secondary education in relation to the associations established between the Brazilian governments and the World Bank. The analytical nature of the text is structured by the appreciation of the documents of the period of counter-reforms of secondary education made by the Cardoso government (1995-2002) and by the current government. The results of the research in progress point to two scenarios present in the historical moments investigated. If in the FHC period the alliances with the World Bank were focused on the need for investment in differentiated education for the poorest, which would be destined to a broad training of cheap labor, the movement in the current context points to a segregation more accentuated, because the dominant rationality understands that the school, as a locus of socialization of knowledge historically accumulated by man, must be for a few, since there are no jobs for everyone in the knowledge society.

The production "**The implantation of retail in Latin America in the early twentieth century: legal and political trends for the containment of the poorest**" of the author Maria Nilvane Zanella aims to analyze the influence of the United States of America in legal production for the childhood area in the late nineteenth century, early twentieth century. The article pauses to the historical, social, political and ideological reasons that founded the minorismo in the Latin American countries like a policy of separation of children and adolescents of the fulfillment of the sentence with the adults. The results express that there was a legal alignment adopted by countries such as Argentina, Chile, Uruguay, Mexico and Brazil with regard to the development of protection policies for children, adolescents and young people and that this process was directly influenced by the United States. .

"**Early childhood education and care policies for Latin America: intentions and guidelines in the Unesco proposal**" is the work of authorship of Camila Maria Bortot and Angela Mara de Barros Lara. The research analyzes the guidelines of the United Nations Educational, Scientific and Cultural Organization, aimed at the perspectives of policies aimed at Early Childhood Education and Care (ECPI) in the countries of Latin America. From a documentary research the study indicates that the main intentions provided in the guidelines are: school education of the final years of Early Childhood Education as a preparatory to fundamental education and care by non-formal means for education from zero to three years, with focused, inter-sectorial, intersectoral measures and with alliances with private initiative. These trends express an assistance characteristic for early childhood education, far from the perspective of the right to public education, free and of quality.

The authors Jefferson Carriello do Carmo and Fernando Silveira Melo Plentz Miranda in the research of "**The lobby of the national confederation of the Brazilian professional education industry**" identifies the objectives of Brazilian businessmen when they lobby in the National Congress and its unfolding for Professional education in the period of professional education new republic. The results of documentary analysis point to a series of processed business practices, through a set of innovations, that go through the economic, political and educational fields, whose purpose is to establish new forms of hegemonic consensus in Brazil, through the defense of interests of certain more influential and organized groups being exercised together with governments by lobbying practices.

The research entitled "**Policies for professional and technological education in Brazil (2003-2017)**" by Fábio Mamoré Conde and Regina Tereza Cestari de Oliveira analyzes the materialization of the policies aimed at professional and technological education

in Brazil in the period 2003 to 2017. The documentary analysis, the data point to the expansion of the Federal Network of Professional, Scientific and Technological Education, covering the Federal Institutes of Education, Science and Technology, which ensured the increase of vacancies and enrolled in the Institutions of the Federal Network. However, the growth movement is interrupted as of 2015, with the decrease marked in 2016 and 2017. This table directly impacts the guarantee of the right to professional and technological education for Brazilian citizens.

"The forms of privatization in Brazil and Chile and the implications for the democratization of public education" consists of the work of authorship of Alejandra Falabella; Daniela de Oliveira Pires and Vera Maria Vidal Peroni. The article presents elements for the debate on the forms of implementation of the privatization processes in Brazil and Chile and the unfolding for the democratization of public education. The period defined for the analysis corresponds to the end of the dictatorial stages of the two countries. The research sought to verify the differences in the processes of privatization of basic education, as well as the challenges and perspectives in strengthening the role of the state in the promotion of public education, considering the level of democratic maturation and the strengthening of privatization strategies .

The study entitled **"Internationalization of evaluation systems: evidences of Brazil and Chile"** by the authors Fabiano Antonio dos Santos and María Teresa Flórez Petour presupposes the existence of an international agenda for education, promoted by the International Organizations, starting with the which promotes the institutionalization organization and the expansion of systems of evaluation of the quality of education. With the delimitation of the realities of Brazil and Chile, the analysis was centralized in the Development Index of Basic Education, in Brazil, and in the System of Measurement of the Quality of Education, in Chile. The results identified the presence of common ideological-discursive strategies between the International Organizations and the political elites of the two countries, which reinforces the legitimacy and naturalization of the quality assessment systems, as well as the political context in which they are inserted, erasing the possible textual resistance and alternative discourses.

"Tensions and challenges in the training of researchers in social and human sciences" is the work of author Lucas Krotsch and Martín Aiello. The research problematizes the dimensions of the spaces for the training of researchers in the social and human sciences in Argentina, with the focus on postgraduate studies. The analysis evidences the tensions

related to the collection of a more productive postgraduate in terms of results, curricular proposals and didactic strategies. In that sense, this movement has affected, mainly, the social and human sciences, since it induces works that may lack quality in terms of theoretical, epistemological and methodological maturation.

Adriana Carla Teixeira da Costa Brito, Ana Karoliny Teixeira da Costa and Vera Luci de Almeida address “**University Management: Comparative Policies for Monitoring the Permanence Scholarship Program in Brazilian Federal Universities**”. This is a study on the monitoring and evaluation instruments of this program in five Brazilian federal universities, which were selected based on the analysis of data obtained in audits of the Comptroller General of the Union, which indicate the presence of such instruments only at these universities. The authors found that the researched institutions develop the policy of monitoring student assistance actions, which provides, in addition to the execution of monitoring and evaluation of the program, to obtain information during the process, with a view to enabling possible adjustments of local policy in a immediate.

The set of presented articles addresses a multiplicity of topics from different theoretical-methodological approaches. Therefore, we seek to group the texts with close themes, in order to indicate approximations and differences on public policies and educational management in Latin America. The wealth of approaches and analysis expresses an arduous and collective work to broaden the field of research, which allows securing a material that will surely subsidize future research and actions regarding the internationalization of education, mainly in the context of the continent.

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